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ABSTRACT

Members of a college community were surveyed to assess their awareness of the international student population at the local college. The questionnaire was administered by interview to each of 25 representatives of selected local civic groups in Bowling Green, Kentucky. The twofold purpose of the survey was to assess community awareness of foreign students as well as to create such awareness through the act of conducting the survey. The questionnaire addressed the respondents' perceptions of demographic characteristics of international students at Western Kentucky University and of the services available to the students. The results were interpreted in terms of the degree of accuracy of the responses. A low level of accuracy of respondents' perceptions was found, indicating a low level of community awareness regarding international students. Suggestions are made for following up on the interest expressed by community participants by encouraging the involvement of civic groups in activities related to international students. (RW)

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DEVELOPING COMMUNITY AWARENESS

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by

Susan Wyman Tesseneer

May 1981

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DEVELOPING COMMUNITY AWARENESS

Mutual benefit can accrue from interaction between members of a local community and members of an international student community within that geographic area. Integral to any such interaction is the awareness of the local community regarding the international students. This paper describes a survey and survey instrument, which focused on developing this particular type of awareness in a particular community. Both the concepts and the actual tool could be easily adapted to other specific situations.

CHAPTER 1

INTRODUCTION

Background

The phenomenon of individuals leaving their homelands to pursue educational goals in other countries dates from the third century A.D. when the Indian University at Taxila, India, attracted foreign scholars and encouraged its own students to travel abroad. Such academic interchange was common in western European universities in medieval times. By 1904, more than 2,600 such "foreign students" from 74 countries were in the United States (DuBois, 1956). The National Association for Foreign Student Affairs (NAFSA), which was organized in 1948, is involved with this special student population now numbering more than 286,000 (Foreign Students, 1980).

The majority of these students are intelligent young people who have come to the U.S. in search of expertise that will move them toward set career objectives. Kahne (1976) found many Americans to feel that international students generally come from rather simple social backgrounds and that "they suffer from psychosomatic disorders as a result of a progressive failure to adapt to the complexities of American society."

Such attitudes probably may be attributed in large part to a lack of understanding and awareness about those people from other cultures who come to live and study in the United States. Yet, each year the United States:

1. Receives over $30 billion from direct foreign trade involvements.

2. Employs two million persons in jobs directly related to foreign trade.

3. Has the fourth largest Spanish speaking population in the world.

4. Recognizes that one third of its population growth is due to immigration.

5. Consumes energy, commodities and manufactured goods from abroad.

6. Produces goods for export.

7. Supports international agencies such as Project Hope, UNICEF, CARE. (Alger 1977, 1979)

Americans do live in a time of involved international transactions. Consequently, there appears to be a need among this country's citizenry for an increasing awareness and understanding of those strangers who live, study and work among us.

Purpose of the Study

Having chosen to study in the educational setting of the United States, the international student has an opportunity to learn about our culture, in addition to the academic regimin of studies.

As the setting for academic learning is the college campus, the larger setting of the urban community can provide the opportunity for international students to expand their knowledge of the host country. The practical events of entering into a new community can genuinely benefit both the international student as well as the American community.

The purpose of this study was to assess the awareness of a local citizenry in an American college community in regard to the international student community which is a part of that community, specifically those internationals studying on the local university campus. To fulfill this purpose an assessment instrument was developed and administered.

Statement of the Problem

Individuals who work in a counseling setting for a state institution of higher education have an opportunity to facilitate the international student's understanding of and adjustment to the American way of life.

As human beings we are generally satisfied with our current social structure. This seems to be the case in many local communities which have international students living within them. Failure by townspeople to utilize these international resources in their midst may deprive them of a wealth of cultural, social, personal, spiritual and economic benefits. Meanwhile, the international students are limited in their education while living in the American culture.

The problem to be dealt with in this study is that many citizens of local college communities are unaware of the

benefits to be gained from association with international students. A survey instrument was developed to assess the extent of community awareness concerning the international student community on a local campus. This instrument was field tested with a representative community group. Recommendations related to local community/international student community reciprocity were made on the basis of information gained in this field testing.

Rationale for the Study

The rationale for this study was based on the following:

1. The local community is a valuable resource which can be used to facilitate the education process of the international student on the North American college campus.

2. The international student can be a valuable resource in broadening the international awareness of individuals in a local community.

3. The counseling professional involved with international education should utilize all resources available in an effort to maximize benefits to all those with whom his/her responsibilities lie.

4. A survey of public awareness in regard to the international student community in its midst can possibly lead to increased interaction between the two groups.

Limitations of the Study

This study was limited to the community of Bowling Green, Kentucky, and to the members of the international community on the Western Kentucky University campus. The local community respondants were limited to those members of civic organizations

listed with the Bowling Green Chamber of Commerce. It was felt that the numerous civic organizations in the city provided a fair representation of the total community.

Twenty-five percent of this total listing was considered as a sample to which the project questionnaire was administered. The Bowling Green Chamber of Commerce listing of civic clubs was used because of its comprehensive nature.

The actual interviewee was that contact person identified from the Chamber of Commerce list. Since that individual had an equal chance among the fellow organization members to be designated as the contact person it was assumed that he/she was an appropriate representative.

Another possible limitation to this study concerns the interpretation of results. That interpretation was based on the community response as compared with the most accurate response for each item on the questionnaire. Though 50% is not generally considered a high degree of accuracy in some areas of research, it was used as a demarcation percentage in this study.

One other limitation to this study may have been reflected in the returns by the awareness levels of the respondents. That awareness may have been somewhat biased due to a then current situation of American hostages being held in Iran. Public attitudes toward that particular group of students could have been generalized toward all international students.

Definition of Terms

The following terms used in this study are considered as follows:

Awareness: Having a knowledge or understanding related to another group of persons, i.e. international students enrolled at Western Kentucky University.

International Student Adviser: The counseling professional on the college or university campus who works as a liaison with many other entities to help provide a positive educational experience for the foreign student while he/she is in the United States.

International Student: A non-immigrant who has been accepted to pursue a course of academic study at an appropriately recognized institution of higher learning in the United States.

International Student Community: The total group of international students studying at one such institution of higher learning, as is in this case Western Kentucky University.

Local Community: That city or town in which is located an institution of higher learning where international students are included in the total student population. In this study the local community was Bowling Green, Kentucky.

Local Community/International Student Community Reciprocity: The mutual benefit that can accrue to both the local community and the international student community resulting from involvement between these two groups.

Low Awareness Level: Survey items on which between zero and 50% of the sample gave the most accurate answer were considered to be items on which there was a low awareness level.

Moderate Awareness Level: The sample response on individual items of the survey in which between 50% and 70% of the members gave the most accurate answer was considered to be a moderate awareness level.

High Awareness Level: The sample response on individual items of the survey in which more than 70% of the sample members gave the most accurate answer was considered to be items on which there was a high awareness level.

Outline of the Study

Chapter 2 of this study contains a review of the literature relating the positive gain that can result from the interaction of a local community with an international student community found on a college campus within that community. Chapter 3 explains the research design, including the selection of the samples, instrumentation, procedures for data collection, and method of data analysis. Chapter 4 includes the findings resulting from the administration of the survey instrument. A summary of the results is explained in Chapter 5. Suggestions and recommendations for expanded use of the survey instrument are made in the final chapter.

CHAPTER 2

A REVIEW OF THE RELATED LITERATURE

From its inception, the exchange of international scholars was fostered through community efforts. Various church boards, foundations, civic clubs, and foreign language organizations within towns throughout this country have sponsored individuals in study ventures. "Without the dimensions of community work which undergirds every academic or institutional undertaking, either a vacuum would exist, or the efforts of the community would surge forth." (Thompson, 1977, p. 5)

A similar assertion of Du Bois (1956), which indicates that the increase of an international student population in a community will lead to greater local community interaction, has been borne out in numerous instances cited in the literature. The review of these specifics, however, would be beyond the purposes of this research.

Though often times community programs do evolve spontaneously, most such local community/international student community reciprocity must be nurtured from a concern conceived in the mind of an individual sensitive to the importance of international understanding and exchange. It is the facilitation of this initial push toward community involvement which was the focus of this writing.

There exists a scarcity of work relating to local community awareness of an international student community within it. No practical instruments for measuring such awareness were found although surveys regarding other aspects of community involvement were abundant in the literature. In light of the lack of published material on the particular subject, this study will be prefaced by a review of literature related to the theory which underlies local community/international student community reciprocity.

The Theory of Local Community/ International Student Community Reciprocity

Chadwick Alger at the Ohio State University, among others (i.e. Edgerton, 1978; Shaw & McClain, 1979; Sanders & Ward, 1970), investigated the links between local communities and international systems in an effort to create a public which could participate more "self consciously" in world concerns at the local, state and national levels. Alger (1978) explained the lack of global education as follows:

> We tend to acquire knowledge about the world in layers--progressing from our local community, to our State or region, to the Nation, to international knowledge. As a result, international things are "far away," distant, directed by people in distant places--usually Washington or New York City. International things are screened out until the end of a course, the end of a curriculum or are never covered at all (p. 17).

Alger also found that people may perceive little opportunity for personal participation in international affairs due to this early socialization. He felt that with active involvement in international activities, participants may become aware of and benefit from these international links.

Sanders & Ward (1970) noted that education related to international concerns is not readily acquired through the normal schooling processes. Therefore, much care and thought are required to develop the mechanisms and programs by which academic people can translate foreign expertise into a domestic resource.

As doctors are concerned with the distribution of health services, as lawyers are with legal concerns, so university and college personnel need to become more concerned about educating a wider public sector in international affairs; because of the increasing international dimensions of life in these United States. Similarly, Chapman (1975) stated that, "a true university cannot be content to serve students from contiguous geographic regions. It must be a vital component of a global delivery system of higher education." (p. 30) More specifically, according to Sanders & Ward (1970), the international population studying at institutions of higher learning composes one of the most important resources to contribute to this development in the community sector.

Sanders & Ward (1970) again indicated that the service motiff is deeply embedded in U.S. higher education (especially

in the case of the land-grant universities). Similarly, Du Bois (1956) found that:

> All public universities point to a multitude of services when they week funds from state legislatures. International students, as well as the on-campus international studies programs, are resources which can help link a college or university to its surrounding community; and it is of primary concern to an institution of higher education to contribute as much as possible to the education of the total community in which it functions. (pp. 111 & 112)

This should be a primary concern of an institution of higher learning, i.e. the education of the total community within which it functions.

Such a union would seem an effective venture. Ronald G. Heinrich (1977) said that, "The joining together of town and gown in a united effort to combat the problems of international students seemed a logical means of maximizing everyone's resources and energies." (p. 12) Furthering this logic it would seem that those offices on university campuses which are specifically concerned with the needs of international students should be the agencies which would initiate involvement with community persons toward the end of:

1. providing services which would foster the comprehensive educational experience of the international student, and

2. providing fuller education for the American community itself by providing experiences (with international students as resources) to increase knowledge concerning the international dimension of living.

It is at this juncture that the counseling professional, specifically in this case the international student adviser, can fulfill an important function. Van Horn (1979) believed that most international student advisers are involved with every area of adjustment of the international student throughout the whole study sojourn period. Though perhaps the most visable needs relate to concerns about immigration regulations, academic requirements, and communicating effectively in the English language; numerous authors (Du Bois, 1956; Atlscher, 1976; McMillen, 1976; Kanshiege, 1973; Sue, 1977; Boy & Pine, 1972) cited the importance of the international student adviser's sensitivity to personal-social concerns of the international student.

In the face of inevitable adjustments to a new culture, language, and educational system; together with the normal developmental tasks of young adulthood, the international student cannot be expected to effectively respond to the new environment without some caring guidance from others. In a program proffered by McMillen, she stated, "The overall objective of this program is to facilitate the adjustment of international students to their many environments, to maintain morale, alleviate stress, and to send them home with new skills and new insights." (1972, p. 15)

New emphasis is being given to the "team" approach in international student advisement. Such a concept involves the total university network functioning jointly to expertly aid, without replication, the international student in the educational quest. The international student adviser is that official on campus whose job it is to communicate with university offices on behalf of the international student population, thus promoting heightened academic progress. This counselor should also coordinate involvements in the larger local community which can aid in international students' "total" education; education in specific academic concerns as well as education relating to oneself and the new culture of the host country.

And here the reciprocity can be seen between the university community and the larger community; at least as it is related to international education concerns. As the larger community becomes involved with the first-hand resource of the international student population, definite strides in global education can be made. Simultaneously, international students can benefit from community involvements which more fully educate, and often provide important person-social supports in this time of adjusting and coping in a new culture.

Alger (1979) felt that it would be difficult to overestimate the potential contribution of local colleges and universities in the matter of educating the townspeople in global awarenesses. So also is it difficult to overestimate the value accrued to international students from interacting meaningfully with American citizens.

Several sources (Du Bois, 1956; Atlscher, 1976; Sue, 1977) cited the close alignment of the international student's self concept with his/her sense of national status. When students from abroad feel that Americans hold their own homeland in high esteem, this serves to heighten ideas of self worth; the converse being true, however. A lack of global awareness may limit the understanding of the local citizenry and create an environment in which international students may suffer indirectly.

It is in light of these two factors: (a) the need for greater international awareness in many communities and (b) the need for an international student to gain the more total education, which can often be provided within a local community, that the counseling professional should move into the role of consultant.

Lippett & Lippett (1978) said that consultation is aimed at aiding a person, group, organization, or larger system to mobilize internal and external resources to the end of providing beneficial change for all involved. Many persons become "consultative" while carrying out some function of their primary role (i.e. as administrator, supervisor, counselor, friend, parent). Even as Putman (1965, p. 16) stated, "His (international student affairs) office need not have administrative responsibility for all services, but it needs to have information about them and good liaison with those who do administer them so it can serve as a centralized reference point to which any foreign student may come with a question or a problem and get help or find out where to get it.", so

also the office of the international student adviser should provide that liaison service to the community.

Kindred (1976) felt that there must be a process of communication between the educational institution and the community for the purpose of increasing citizen understanding of student needs and also for the purpose of encouraging intelligent community interest and cooperation. According to Henrich (1977), this two-way flow of information may be difficult. Therefore, an initial step to this consultative process is the creation of an awareness within both groups with reference to the benefit which can accrue from mutual involvement.

To the end that adequate communication actually occur, it would seem prudent that some vehicle accompany any verbal information regarding the need for local community/international student community reciprocity. Without some more far-reaching instrument, the mere person to person communication would greatly restrict the effected population and, therefore, the meaningful outcome of the desired goal for local community/international student community reciprocity.

CHAPTER 3

RESEARCH DESIGN

Selection of the Sample Population

For the purposes of the study, a random sample was taken from the total population of civic organizations listed with the Bowling Green Chamber of Commerce. From the total of 107 civic groups a random sample of 25 was selected to which the survey instrument was administered. (See Appendix A for the "Selected Random Sample.") The Bowling Green Chamber of Commerce listing was used as a basis for this selection due to the representative nature of those groups included.

Instrumentation

A questionnaire, "A Survey to Assess the Awareness of the Bowling Green Community in Regard to the International Student Community at Western Kentucky University", was developed for this project. The method of direct interview was used to administer it to each participant. The instrument was first developed in a rough form which was dispersed to individuals in the field of education for their comment. The investigator considered these critiques in developing the final questionnaire.

There were two overall goals relative to the questionnaire. These were:

1. To produce an instrument which could accurately assess the Bowling Green community's awareness about international students studying at Western Kentucky University.

2. To produce an instrument that, by the mere administration of it, would create a community sensitivity to the fact that: (a) there does exist in the town a sizeable group of international persons, and (b) there is benefit which can be gained by interaction between the local community and the international student community.

Procedures for Data Collection

The initial step in data collection was the sending of an explanatory letter to each of the individuals selected in the random sample. (See Appendix B for a copy of this letter.) One week after that mailing, a telephone contact was made. An appointment was made for an interview with those individuals who were willing to participate. Prior to the actual appointment neither the questionnaire nor the subject of the research was made available to the survey sample. It was felt that such might jeopardize a spontaneous response.

The procedure during the actual interview was quite simple. After a brief introduction to the questionnaire the researcher read each item and recorded the participant's response. After all twenty-five interviews were completed, the information was compiled. These results will be presented in Chapter 4.

Method of Data Analysis

The collected data were analyzed by individual items. The results reported in Chapter 4 will be presented in tabular form according to the percentage of the respondents' accurate reactions. The discussion included in Chapter 4 will summarize the data collected in the survey.

CHAPTER 4

PRESENTATION OF THE RESULTS

A representative of each of the twenty-five groups selected in the random sample answered the questionnaire, yielding 100% response. The approximate number of Bowling Green residents represented by these twenty-five civic organizations was 3,000. This chapter contains a report on each of the survey items divided into the two general categories of: (a) Demographic Characteristics of the International Students at Western Kentucky University and (b) Services Available to International Students at WKU.

The individual items are presented in the order of their appearance in the questionnaire. In this presentation of results each item will be cited as it was on the survey questionnaire. The actual percentage of community response will precede (in parentheses) each option for the particular item. An asterisk (*) preceding a particular option will indicate the most accurate response for each item. Figures 1 and 2 which follow present a graphic and cumulative view of these results.

Demographic Characteristics of the International Students at Western Kentucky University

Item 1: Present Enrollment

"How many international students would you estimate to be attending Western Kentucky University at the present time?"

(4%)25-50 (12%)50-100 (40%)100-200 *(44%)200-300

Item 2: Percentage of Males

"What percent of this total would you think are men?"

(8%) 40% *(52%) 60% (40%) 80% (0%) 100%

Item 3: Percentage of Married Students

"What percent of this total would you think are married?"

(60%) 10% *(20%) 20% (12%) 30% (8%) 40%

Item 4: Number of Different Countries Represented

"How many countries would you estimate to be represented by this total group?"

(68%)10-20 (20%)20-30 (4%)30-40 *(8%)40-50

Item 5: Reasons for studying in the United States

"What is the main purpose that most of these students have for coming to study in this country?"

(4%) to escape military reponsibility in the home

(4%) to gain prestige

*(72%) to pursue educational and vocational goals which would eventually be used in the home country

(8%) to get a better paying job here than would be available in the home country

(12%) unable to gain entrance to a university in their home country

Item 6: Means of Financial Support

"What do you think would be the main means of financial support for students during their time at Western?"

(4%) the U.S. government

(16%) the home country government

(20%) an international foundation

*(56%) personal and family funds

(4%) scholarships and/or assistantships from Western

Item 7: Financial Expenditures

"Approximately how much money do you think one international student would spend in Bowling Green in one month (for housing, food, clothing, entertainment, etc.)?"

(8%) $150 (40%) $250 (20%) $350 *(32%) $450

Item 8: Financial Expenditures

"How much money do you think one international student would spend in the state of Kentucky for one year (the above, plus academic and unforeseen expenses)?"

(4%)$1,000 (16%)$3,000 (40%)$5,000 *(40%)$7,000

Item 9: Religious Background

"What do you think would be the religious background represented by the largest number of these international students?"

(20%) Christian (0%) Coptic

(4%) Buddhist (8%) no religious preference

*(40%) Muslim (28%) no idea

Item 10: Major Area of Study

"What do you think would be the major area of study for the largest number of these students?"

(44%) Business (0%) English (12%) Agriculture *(44%) Engineering

Item 11: National Representations

"What two countries do you think would have the greatest number of students presently enrolled at Western?"

(4%) Spain (12%) China *(56%) Nigeria *(80%) Iran (48%) Venezuela

(For this item the accuracy of response was based on a total of 200%.)

Services Available to International Students at WKU

Item 12:

"The following is a listing of twenty services needed by international students at Western. Please indicate if you think these services are made available:

(W) by Western Kentucky University

(B) by the Bowling Green community

(N) not made available at all

(Indicate both "W" and "B" if you think appropriate)"

a. "Public speaking opportunities (at area organizations)"

(28%) W (24%) B (4%) N *(44%) WB

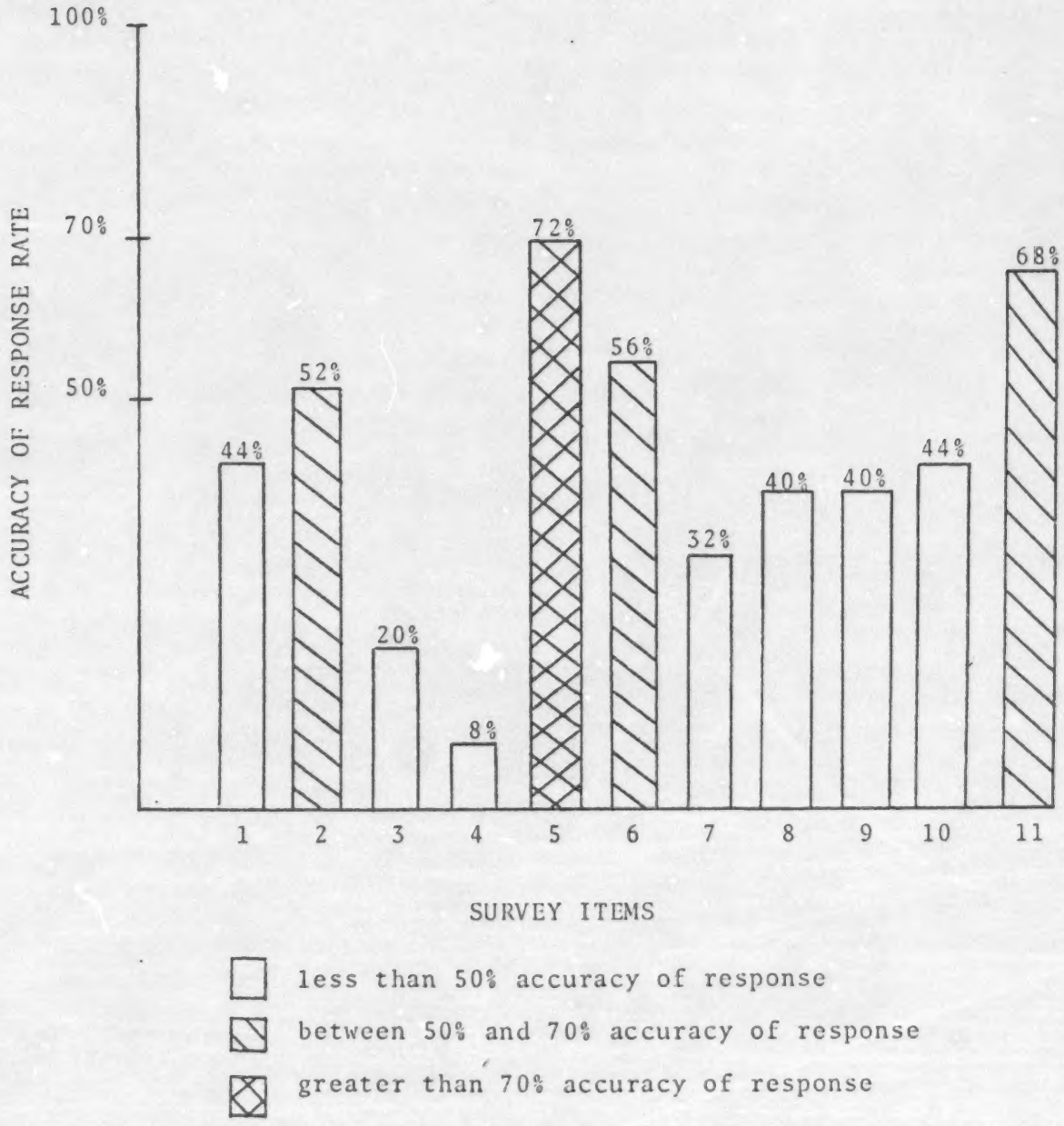
b. "Host Family Program (occasional inclusion of international students in family activities)"

(8%) W (36%) B (12%) N *(44%) WB

Figure 1

Accuracy of Response Rates for
Survey Items Related to Demographic Characteristics
Of International Students
at Western Kentucky University

"N = 25"



c. "Scholarships"

(76%) W (0%) B *(0%) N (24%) WB

d. "Tours of area factories and business establishments"

(16%) W (40%) B *(12%) N (32%) WB

e. "Day care for foreign children"

(12%) W *(80%) B (0%) N (8%) WB

f. "Financial Assistance (loans, grants, etc.)"

*(72%) W (0%) B (8%) N (20%) WB

g. "Social functions (picnics, receptions, coffee hours, etc.)"

(20%) W (12%) B (8%) N *(60%) WB

h. "Off campus housing location"

(28%) W (52%) B (0%) N *(20%) WB

i. "Legal Aid"

(32%) W *(36%) B (8%) N (24%) WB

j. "Homestay Programs (housing of an international student for extended period of time)"

(20%) W (32%) B *(20%) N (28%) WB

k. "Personal/social counsel:

*(64%) W (0%) B (4%) N (32%) WB

l. "Language translation assistance"

*(84%) W (0%) B (4%) N (12%) WB

m. "Remedial English classes"

*(84%) W (0%) B (0%) N (16%) WB

n. "Private Tutoring"

*(68%) W (8%) B (0%) N (24%) WB

o. "Furniture exchange (for new foreign families setting up housekeeping"

(8%) W (24%) B *(48%) N (20%) WB

p. "Conversational English classes for foreign wives"

(48%) W (4%) B *(16%) N (32%) WB

q. "Opportunities to serve as resource persons (foreign language/culture experts)"

(28%) W (20%) B *(28%) N (24%) WB

r. "Internships at area factories and business establishments"

(24%) W (12%) B *(36%) N (28%) WB

s. "Job placement"

(56%) W (8%) B *(16%) N (20%) WB

t. "Welcome Wagon for new international families"

(4%) W (64%) B *(12%) N (20%) WB

Interpretation of Results

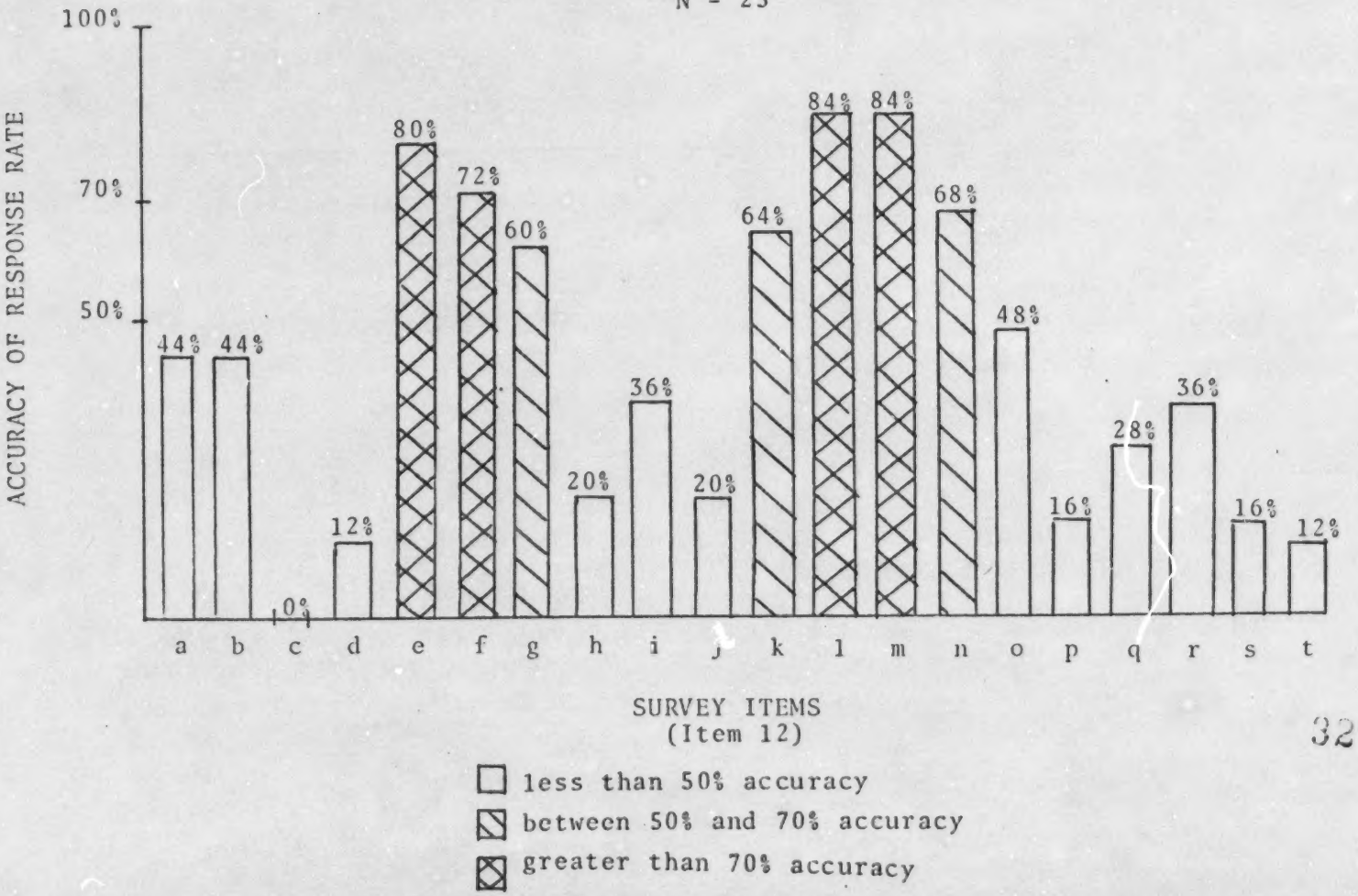
The interpretation of results was made as such related to the purpose stated in Chapter 1 of this study ("Purpose of the Study"). The interpretation was based on the community response as compared with the most accurate response for each item. Though a fifty percent response is not generally considered a high degree of accuracy in some areas of research, it was used as a demarcation percentage in this study.

Items on which accurate community response was less than 50% were considered to represent a low level of community awareness ("low awareness level"). Items on which accurate community response fell between 50% and 70% were considered

Figure 2

Accuracy of Response Rates for
Survey Items Related to Services Available
to International Students
at Western Kentucky University

"N = 25"



to represent a moderate level of community awareness ("moderate awareness level"). Greater than 70% accurate community response was considered to represent a high level of community awareness ("high awareness level").

Since each of the first eleven survey items dealt with different demographic data pertinent to the international student community, they were interpreted separately. The twenty parts of item twelve, relating to services available to international students, also received individual attention.

In item one dealing with the total number of international students enrolled at Western Kentucky University, a low level of community awareness was demonstrated. Only 44% responded accurately. It should be noted, however, that the two highest percentages of accurate response (totaling 84%) cited the number of students as falling between 100 and 300.

When questioned about the number of males in that group, there was a moderate awareness level revealed. Fifty-two percent gave the correct figure. It should again be noted that the next highest percentage of response was for the next most accurate answer.

Item three, however, seemed to indicate that the Bowling Green community is not well aware of the number of married international students on campus. A sizeable percentage (60%) thought that there were fewer married students than there actually are. Only 20% gave the most accurate answer, indicating a low community awareness.

The most glaring instance of a low awareness level was evidenced in item four dealing with the number of different

countries represented. The largest percentage of the sample (60%) cited the most erroneous of the choices to be the correct one. Only three of the total group (12%) cited the correct and second most correct answer.

It seems appropriate at this point to interject an observation that may have had bearing on the interpretation of several of the questionnaire items. Often when relating to persons who are different there exists an attitude typified by the familiar statement, "They all look alike." It is not until one is known as a unique individual that he can be readily distinguished from his own national group. It may be this general awareness, not yet developed into a more intimate understanding, that caused the community persons to say that as few as ten different countries were represented on campus when, indeed, there are more than forty.

Though each response in item five regarding reasons for coming to the United States was an accurate one, the community did exhibit a high awareness level (72% accuracy) as to the "main" reason for international students coming to the United States. The item may have been somewhat biased in that those interviewed could have expected the most honorable of any group of choices to be the one which should be chosen.

Community response to item six regarding financial support while studying in the United States indicated a moderate level of awareness concerning the main means of this support. Fifty-six percent of the respondents accurately chose personal and family funds. This awareness could be in part due to the fact most American young people are similarly supported, and

it would seem logical that the same might be true for foreign college students.

Items seven and eight both refered to amounts of money necessary for an international student to obtain a college education in this country. With regard to the amount needed for monthly subsistence (including housing, food, clothing, entertainment, etc.) a low level of community awareness was demonstrated (32% response accuracy).

As to yearly expenditures (monthly maintenance plus academic fees and unforeseen expenses), the 40% accurate response was at the low awareness level. Again, however, it should be noted that eighty percent of the responses were made for the two highest dollar options, both of which are correct, depending whether a student lives on or off of the campus. This, however, is another instance in which an interviewee's own personal or projected experience could have accurately relayed a correct response.

Although "Muslim" was chosen with the greatest frequency as the religious preference for the greatest number of these international students, the 40% response rate still ranked this item as one about which there was a low awareness level. This again is one of those more intimate questions which cannot be accurately discerned by mere observation. In several cases of the interviews it seemed that perhaps "Muslims" was the only other familiar religion besides "Christianity", and may have been chosen for that reason alone.

Responses concerning major fields of study revealed a low awareness level. There was 44% accuracy of response.

When questioned as to the two countries with the greatest international student representations, those interviewed exhibited a moderate level of awareness as to one of the countries (Nigeria, 52% accuracy of response). A high level of awareness was seen with Iran (76% accuracy). At this point in history (1980-81 "Iran Hostage Crises"), this heightened sensativity to Iranian students in Bowling Green is quite understandable. It is possible that during times of normal relations with that country the response to this item might have been less.

In question twelve regarding the services made available to international students at Western, a general interpretation to each item was given. Using the twenty-five member sample as representative, it appeared that the Bowling Green community:

1. Had a low level of awareness (44% accurate response) that opportunities for public speaking are available both through the university and the local community.

2. Demonstrated a low level of awareness about the Host Family Program which is sponsored both through the university and the townspeople. The percentage of accurate response was 44%.

3. Revealed an extremely low level of awareness as to the source of scholarship monies. Seventy-six percent said that such funding was available through Western, but it is not. At the moment the only such monies is a small cash award which could cover no more than the cost of two or three textbooks.

4. Had a very low level of community awareness as to the availability of tours to area factories and business establishments. Only three (12%) respondents said that such a service was not available, which is, indeed, the case.

5. Showed a high level of community awareness regarding day care available for foreign children. Item five may have reflected more of an awareness of community services available to the general public, rather than specifically the international public. The response of 80% of the sample was accurate.

6. Demonstrated a high degree of community awareness in regard to financial assistance available to international students. Seventy-two percent said this was made through the university, while no one indicated that the town of Bowling Green provided such a service.

7. Indicated a moderate level of community awareness about the availability of social functions for international students. The majority of the sample (60%) accurately said that this service resulted from a join effort of the university and the local community.

8. Had a low awareness level regarding off-campus housing location. Only 20% answered correctly that this service was a joint effort by both the university and the local community.

9. Showed a low level awareness about legal aid service available to international students. Only 36% of the sample accurately responded that this was available through the community.

10. Had a low awareness in reference to Homestay Programs. Only 20% of the sample said that the service was not available, which is the case.

11. Responded that the service of personal/social counsel is made available through Western. The 64% accuracy of response indicates moderate level community awareness regarding the service.

12. Demonstrated a high level of community awareness about the service of language translation assistance . Eighty-four percent accurately cited such a service as being made available through Western.

13. Indicated a high level of community awareness concerning remedial English instruction available to international students. Eighty-four percent of the sample said that Western made this service available. The remaining 24% cited Western and the community as both making these services available, which is the case in some situations.

14. Revealed a moderate level of community awareness regarding private tutoring. Sixty-four percent said that such was available through Western, while the remaining majority of the total said that the service was provided through a joint effort of the university and local community. Both are accurate.

15. Had a low awareness level in regard to a furniture exchange for new foreign families setting up housekeeping. Forty-eight percent indicated correctly that such a service was not available.

16. Showed a low awareness level about the service of conversational English classes for international wives. Only 16% said it was a service not made available at all, which is

the case, at least in any formally organized program.

17. Revealed a confusing response in regard to international students serving as resource persons. There is no organized service to provide for this, but the accuracy rates were so evenly distributed (28%, 20%, 24%, 28% respectively) that no interpretation can be given.

18. Indicated a low level of community awareness (36%) regarding practical training. There is no program for internships in area factories and business establishments.

19. Showed a general lack of awareness concerning international students and job placement. It is only with the granting of special permission of the Immigration and Naturalization Service that international students can secure employment in this country. Therefore, it is only in highly unusual cases that assistance in job placement is provided. Only 16% responded accurately that this service was not available at all, while 56% said that Western placed international students in jobs.

20. Demonstrated a low awareness level (16%) in regard to the Welcome Wagon service being provided for new international student families. Although this service has been set up to acquaint all new Bowling Green residents with the community, it has rarely been made available to new foreign student families.

Summary

In the preceding paragraphs, each of the thirty-one questionnaire items was interpreted in light of the percentages of accurate responses made by the survey participants. It

was considered that the higher the percentage of correct response, the higher the level of awareness of the community, and vice versa. The criteria used for determining the level of community awareness were as follows:

Low awareness level	0% - 50% response accuracy
Moderate awareness level	50% - 70% response accuracy
High awareness level	70% - 100% response accuracy

The results of item analyses revealed that twenty of the items (65% of the total thirty-one items) fell in the low awareness level. Six of the items (19%) indicated a moderate awareness level. Five of the items (16%) demonstrated a high awareness level. (Figure 3 presents this data in graphic form.)

As a general summary observation, it seems clear that the local Bowling Green community (as represented by the random sample selected for this field testing) maintains a low awareness level regarding international students who are enrolled at Western Kentucky University. In Chapter 5 which follows, specific instances of greater and lesser levels of awareness will be mentioned in the section entitled, "Conclusions."

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem of this study concerned the limited awareness that a local community can have in regard to a unique group within it, i.e., those international students enrolled at the local university. A survey instrument was developed to ascertain the degree of local community awareness of the international student community at Western Kentucky University. Along with the development of that instrument, and in order to provide validity for the survey tool, the problem was further approached by administering a field test on a representative community group.

In this final chapter an overview of the preceding four chapters will be presented. This overview will include: (a) the objectives of the research project, (b) the review of the literature, (c) the research design, and (d) the presentation and interpretation of the findings.

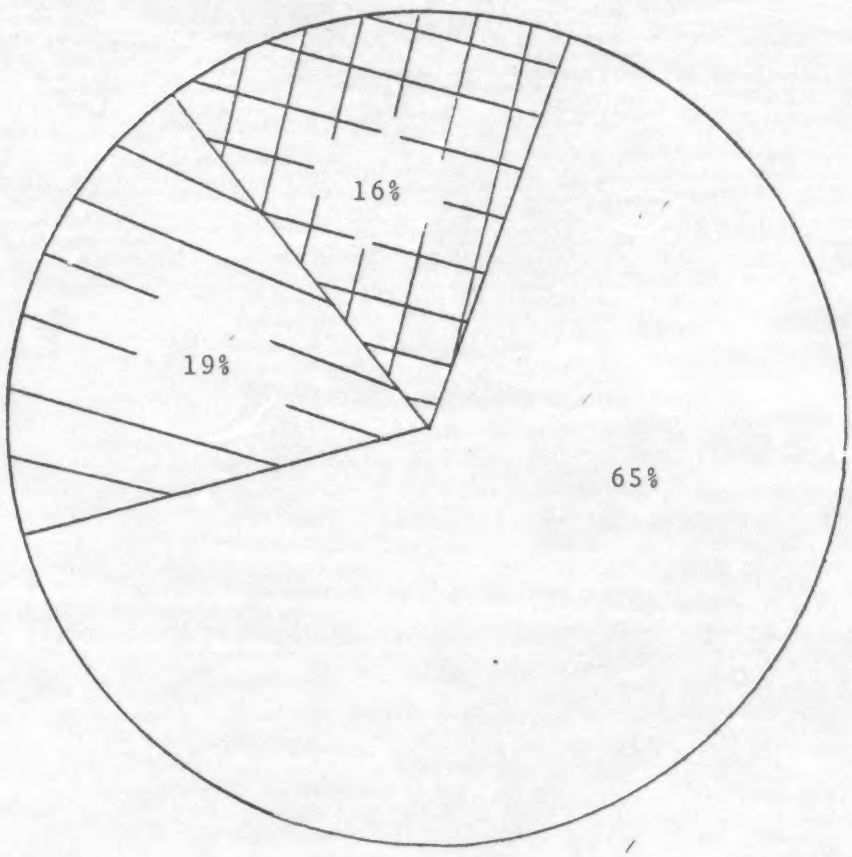
Summary

This project was designed for the purpose of assessing the awareness of a local community in regard to the international student community within the town. A survey questionnaire was developed and administered to a random sample of

Figure 3

Percentages of High, Moderate, and Low
Awareness Levels Demonstrated in the Survey Responses

"N = 25"



community residents. The survey solicited responses to items dealing with: (a) demographic data relating to international students at Western Kentucky University, and (b) services available to internationals studying at that university.

A review of the literature yielded no specific information nor any previously created instrument for the assessment of such a concern. In light of this, the literature review focused on the theory which underlies local community/international student community reciprocity.

The research design chosen to deal with the problem in question was not a complicated one. Since community awareness was to be measured, a random sample was made from the list of Civic Organizations published by the Bowling Green Chamber of Commerce. Of the total listing 25% were selected. Communication was made with the individual cited on the list as the organizational representative. An initial explanatory letter and a follow-up telephone communication preceeded the actual interview.

The data collected from the twenty-five questionnaires were analyzed by individual item. The results were organized into the two basic categories of: (a) Demographic Characteristics of International Students at Western Kentucky University, and (b) Services Available to International Students at Western Kentucky University. The responses from each item were viewed in regard to the percentage of correct community responses. The results were presented in tabular form.

The overall findings indicated a rather low awareness level in the Bowling Green community (as represented by the

random sample in this study) concerning the international students at Western Kentucky University. Twenty of the thirty-one items (65%) received less than a 50% correct response. According to the criteria set forth for this study, such a level of accuracy is termed low awareness level. Six of the thirty-one items accrued between 50 and 70% accuracy (moderate awareness level). Only five of the items solicited response at the 70% or above accuracy level (high awareness level).

Analysis of the item content seemed to indicate that citizens in the Bowling Green community were aware of those aspects related to international students which were basically like that of the general public. Questionnaire items that involved a more personal knowledge of these individuals yielded low awareness level responses. It appeared that awareness may be based on that readily discernable by seeing students about town or from listening to media reports.

Conclusions

As stated previously, the overall conclusion that may be drawn from this study is that the Bowling Green community is generally unaware about basic demographic data and services available to international students studying at Western Kentucky University. Often when relating to persons who are different to oneself there exists an attitude typified by the familiar statement, "They all look alike." Perhaps it may be concluded that this general awareness, not yet developed into a more intimate understanding, had an affect on the

actual survey responses and, therefore, on the specific conclusions which are presented in this chapter.

As revealed by the percentages of correct responses, there were twenty of the thirty-one items (65%) which received a less than 50% accuracy of response. There were specific areas in which the community demonstrated this low awareness level. This study shows that the Bowling Green citizenry is generally unaware that:

a. Between 200 and 300 international students are studying at Western Kentucky University. (Item 1)

b. Twenty percent of this total group are married students. (Item 3)

c. Between 40 and 50 different countries are represented by this total group. (Item 4)

d. Approximately $450 per month is required for maintenance plus academic expenses. (Item 7)

e. Approximately $7,000 per year is required for maintenance plus academic expenses. (Item 8)

f. The religious background represented by the greatest number of these students is Muslim.(Item 9)

g. Engineering and Agriculture are the major areas of study for the largest number of these students. (Item 10)

h. Public speaking opportunities are made available by a joint effort of the university and the local community. (Item 12a)

i. The Host Family Program is made available by a joint effort of the university and the local community. (Item 12b)

j. Scholarships for international students are not available through Western Kentucky University. (Item 12c)

k. Tours of area factories and business establishments are not provided by either entity. (Item 12d)

l. Off-campus housing location is made available by a joint effort of the university and the local community. (Item 12h)

m. Professional legal aid for international students is provided only through the community. (Item 12i)

n. A Homestay Program for international students is made available neither through the university or the community. (Item 12j)

o. There is no organized provision for aid in setting up housekeeping for new international families. (Item 12o)

p. There are no organized conversational English classes for foreign wives. (Item 12p)

q. There is no formal vehicle through which international students can be channeled to serve as cultural/language experts within the community. (Item 12q)

r. No service provided to allow international students to secure internships at area factories and business establishments. (Item 12r)

s. International students are not eligible for job placement due to their visa status in this country. (Item 12s)

t. There is no effort on behalf of the campus or community to make the Welcome Wagon service available to new international families. (Item 12t)

As revealed by the percentage of correct responses, there were eleven of the thirty-one items to which correct answers were given. There were specific areas in which the community did reveal a "moderate awareness level" (between 50 and 70 percent accuracy). This study showed the Bowling Green citizenry as being moderately aware that:

a. Approximately 60% of the total international students at Western are males. (Item 1)

b. The main means of financial support for most of these students is personal and family funds. (Item 6)

c. The two countries with the greatest number of students at Western Kentucky University are Iran and Nigeria. (Item 11)

d. Social functions for international students are provided as a joint effort by the campus and the community. (Item 12g)

e. Personal/social counsel is a service provided through the university. (Item 12k)

f. Private tutoring is a service made available through the university. (Item 12n)

The "high awareness level" (generated on items with greater than 70% accuracy of response) demonstrated a substantial degree of community awareness regarding the facts that:

a. The main purpose that most of these students have for coming to this country is so that they may pursue educational and vocational goals which eventually will be used in the home country. (Item 5)

b. Day care for foreign children is provided only through the local community. (Item 12e)

c. Financial assistance for international students is provided only through Western. (Item 12f)

d. Language translation assistance is provided through Western. (Item 121)

e. Remedial English courses are provided through Western. (Item 12m)

Taking into consideration the above specific conclusions and the individual item contents, the following general conclusions can be proffered:

1. Much of the high awareness level and moderate awareness level findings seemed to be based on awareness not specifically regarding international students. These responses indicated a general awareness about the community services available to any resident of Bowling Green. They also indicated a general awareness of services generally available to any university student.

2. The higher awareness responses also seemed to be based on information which could accrue from casual observance either in actuality or through media reports.

3. The low awareness level responses seemed related to information that would necessitate more than casual observance or general public awareness.

Therefore, based on the specific study and the specific sample employed, an overall conclusion can be made that the community of Bowling Green, Kentucky exhibits a low level of awareness as related to international students who attend

by several of these in reference to the way the university and the local community could and should work together to make available important services to international students.

In especially those questions dealing with demographic data, interest was sparked on items about which the respondent thought he/she was delivering the correct response, yet was not quite sure. Requests as to exact answers was made by many club representatives. It seems only wise to prepare an additional writing detailing the accurate data, and thus a profile of sorts for the Western Kentucky University international students population.

2. It is recommended that with such follow-up materials there should be included suggestions for potential involvements which could coincide with the stated purposes of the civic organizations.

3. It is recommended that such follow-up materials also include contact information for any persons or groups whose interests would be sparked to the point of actual involvement.

4. It is recommended that organizational plans be initiated to coordinate and consolidate any responses coming from groups or individuals in the community.

5. It is recommended that thought be given to the professional training of any such group of citizens that emerge from the follow-up efforts. This training would include:

a. Information dealing with cross-cultural communication.

b. Structural guidelines for setting up a community organization which could coordinate and encourage local community/international student community reciprocity.

Western Kentucky University. This low level awareness may be due to the limited interaction of this group and subgroup. In the event that both entities would avail themselves of opportunities presently available for interaction, this overall level of community awareness would increase. Such increased awareness could also be facilitated by the generation of a new program which would fit the particular needs and interests of both the local community and the international student community in Bowling Green, Kentucky.

Recommendations

The recommendations which will follow should be considered in light of this specific research study. Though they are proffered as worthwhile suggestions, it is important to remember that such are made on the basis of a limited field test administered to only a selected portion of citizens in Bowling Green, Kentucky.

The purpose of this research was to assess the awareness of the Bowling Green citizenry as concerns the international students at Western Kentucky University. (As a by-product to the more objective intent there was the broader concern of generating local community/international student community reciprocity in Bowling Green.) To this end the following recommendations are made:

1. It is recommended that this initial community awareness survey receive appropriate follow-up. It was apparent during the interview sessions that interest was demonstrated by many of the survey participants. A key remark was made

c. Basic information regarding the financing of such an endeavor.

d. Information about resources available to such a local group through the state and national entities involved with international education.

e. Specific suggestions from functioning programs across the country which promote local community/international community reciprocity.

f. Guidelines for choosing involvements that would best fit the needs of the unique local community and the unique international student community within it.

As is hopefully evident from the subject matter discussed in the study, this writer feels that much positive gain could accrue from instances of local community/international student community reciprocity. This need not be limited to a particular local community or international student population. Geographical location, local population, economic, ethnic, political, religious concerns each contribute to the unique personality of a community. Because of this, every type of local community/international student community reciprocity will not be meaningful in every location. There are, however, some general recommendations related to this research that can be made on a broader scale. These are:

1. It is recommended that in communities which do indeed include a college or university campus with an international student population that some emphasis be placed on that unique situation. It is important that the assets which each group can be to the other not be overlooked.

2. It is further recommended that some vehicle for assessing community awareness (and hopefully for generating community interest) be employed.

3. It is recommended that the response from such an instrument be analyzed to gage the existing level of awareness.

4. It is recommended that such analysis receive appropriate follow-up, as outlined in the previous set of recommendations (one through five).

5. It is recommended, then, that the existence of such a survey tool, as employed in this study, be publicized through the appropriate channels.

The preceding recommendations are based on the existence of a valid and flexible survey tool. To that end the following suggestions for improvement of the primary tool have been made. (See Appendix E for the "Revised Survey Instrument" which implements these alterations.)

1. In item five the final response option should read, "Unable to gain entrance to a university in their home country due to lack of space."

2. In item nine delete the option, "Coptic."

3. The part of the survey now shown as "12" should not be numbered. Rather, those sentences should be typed under "11." The various services in the listing should be numbered beginning with "12."

4. Item twelve should read as follows: "The following is a listing of necessary services for international students

at Western. Please indicate whether you think these services are made available by:

(W) Western Kentucky University

(B) the Bowling Green community

(WB) both Western Kentucky University and the Bowling Green community

(N) not made available"

5. In item twelve organize the responses with columns for each of the options regarding the sources of the service availability.

Example:

W	B	WB	N	
				12. Public speaking opportunities (at area organizations)

6. The following services listed in item twelve should be deleted from the list:

(a) "Tours of area factories and business establishments"

(b) "Day Care for foreign children"

(c) "Off-campus housing location"

(d) "Language translation assistance"

(e) "Opportunities to serve as resource persons (foreign language/culture experts)"

(f) "Job placement"

(g) "Welcome Wagon for new international families"

7. In the services listed in item twelve, certain phrases should be reordered. Please see Appendix E for these rephrasings.

The preceding recommendations apply to the follow-up evaluation of the particular survey done in the Bowling Green community, as well as to potential community awareness surveys which might be patterned after this model. Suggestions were also made for improvement of the survey tool. It is felt that these recommendations for future use could enhance the overall goal of accurately measuring the community awareness of a social subgroup within that community.

APPENDIX A

SELECTED RANDOM SAMPLE

American Red Cross
730 Fairview Avenue
Bowling Green, Kentucky

Altrusa Club
Route 7 Bristow Road
Bowling Green, Kentucky

Bicentennial Garden Club
1318 Woodhurst Drive
Bowling Green, Kentucky

Bowling Green Board of Realtors
1204 Smallhouse Road
Bowling, Kentucky

Bowling Green Senior Citizens Club
2133 Harvest Lane
Bowling Green, Kentucky

Bowling Green-Warren County Jaycees
1820 Craig Avenue
Bowling Green, Kentucky

Boys Club
812 State Street
Bowling Green, Kentucky

Civitan Club (Noon)
1064 31-W By Pass
Bowling Green, Kentucky

Evening Lions Club
704 Magnolia Avenue
Bowling Green, Kentucky

Fraternal Order of Police #13 Ladies Auxiliary
1604 Applegate Court
Bowling Green, Kentucky

Girl Scouts of America
1128 Magnolia Avenue
Bowling Green, Kentucky

Independent Insurance Agents
1240 Ashley Circle
Bowling Green, Kentucky

Jaycee-Ettes
705 Wedgewood Way
Bowling Green, Kentucky

Lions Club (Day)
439 Park Row
Bowling Green, Kentucky

Masonic Lodge
Route 15, Box 274
Bowling Green, Kentucky

Medical Society (Warren/Edmonson/Butler Counties)
1312 Westin Avenue
Bowling Green, Kentucky

Opti-Mrs. Club
2822 Garrett Drive
Bowling Green, Kentucky

Parents Without Partners
1533 Chestnut Street
Bowling Green, Kentucky

Scottish Rite
943 College Street
Bowling Green, Kentucky

United Way
Milliken Building
Bowling Green, Kentucky

VFW Auxiliary
1701 Media Drive
Bowling Green, Kentucky

VFW Post #1398
Richardsville Road
Bowling Green, Kentucky

Warren County Home Economists
338 Maryland Avenue
Bowling Green, Kentucky

Western Kentucky University Women
1356 State Street
Bowling Green, Kentucky

Women's Political Caucas
P. O. Box 4 College Heights
Bowling Green, Kentucky

APPENDIX B

607 East 11th Street
Bowling Green, Kentucky

October 3, 1980

By way of introduction let me say that I am a graduate student at Western Kentucky University, pursuing an EdS (Educational Specialist) degree in the area of Counselor Education. The completion of a thesis project is required for this degree, and it is in regards to this requirement that I am making contact with you.

An integral part of my thesis project includes the development and the administration of a questionnaire related to the thesis topic. As the questionnaire is concerned with community opinion, I would like to administer it to a selected group in Bowling Green. I have consulted the local Chamber of Commerce for a listing of existing civic organizations. From this total list I have used a method of random sampling to derive a smaller group which can, hopefully, provide me response to my questionnaire.

Your organization, citing yourself as representative, was one of those which was included in this random selection. In light of this, I would very much appreciate being able to have your response to the survey questions. There are twelve short answer questions which I would ask you and then record your response. I hesitate to send the actual questionnaire or even the topic of such, since for my purposes I do need an initial response.

As I am sure that your schedule is a busy one, I would try my best to limit my use of your valuable time; should you be able to accomodate me in this matter. Within the next week I will try to make telephone contact with you in regards to this request.

Yours truly,

Susan Tesseneer

APPENDIX C

Tally Record of
A Survey to Assess the Awareness
Of the Bowling Green Civic Organizations
In Regard to the International Student Community
At Western Kentucky University

(n = 25)

Interviewee's Name _____ Date _____

Occupation _____

Civic Group Represented _____

Approximate Number of Members in Civic Group _____

*Note to the interviewee: In this questionnaire "you" refers to you personally. It is recognized that you will not necessarily give the response of every member of your organization. It is felt, however, that your answers will probably be representative of the views held by many of your members.

1. How many international students would you estimate to be attending Western Kentucky University at the present time?

   (1)25-50 (3)50-100 (10)100-200 (11)200-300

2. What percent of this total would you think are men?

   (2) 40% (13) 60% (10) 80% (0) 100%

3. What percent of this total would you think are married?

   (15) 10% (5) 20% (3) 30% (2) 40%

4. How many countries would you estimate to be represented by this total group?

   (17) 10-20 (5) 20-30 (1) 30-40 (2) 40-50

5. What is the main purpose that most of these students have for coming to study in this country?

   (1) to escape military responsibility in the home country
   (1) to gain prestige
   (18) to pursue educational and vocational goals which would eventually be used in the home country
   (2) to get a better paying job here than would be available in the home country
   (3) unable to gain entrance to a university in their home country

6. What do you think would be the main means of financial support for students during their time at Wester

(1) the U.S. government
(4) the home country government
(5) an international foundation
(14) personal and family funds
(1) scholarships and/or assistantships from Western

7. Approximately how much money do you think one international student would spend in Bowling Green in one month (for housing, food, clothing, entertainment, etc.)?

(2) $150 (10) $250 (5) $350 (8) $450

8. How much money do you think one international student would spend in the state of Kentucky for one year (the above, plus academic and unforeseen expenses)?

(1)$1,000 (4)$3,000 (10)$5,000 (10)$7,000

9. What do you think would be the religious background represented by the largest number of these international students?

(5) Christian
(1) Buddhist
(10) Muslim
(0) Coptic
(2) no religious preference
(7) no idea

10. What do you think would be the major area of study for the largest number of these students?

(11) Business (0) English (3) Agriculture
(11) Engineering

11. What two countries do you think would have the greatest number of students presently enrolled at Western?

(1) Spain (3) China (14) Nigeria (20) Iran
(12) Venezuela

12. The following is a listing of twenty services needed by international students at Western. Please indicate if you think these services are made available:

(W) by Western Kentucky University
(B) by the Bowling Green community
(N) not made available at all

(Indicate both "W" and "B" if you think appropriate.)

( ) a. Public speaking opportunities (at area organizations)
**(7) W (6) B (1) N (11) WB

( ) b. Host Family Program (occasional inclusion of international students in family activities)
(2) W (9) B (3) N (11) WB

( ) c. Scholarships
(19) W (0) B (0) N (6) WB

( ) d. Tours of area factories and business establishments
(4) W (10) B (3) N (8) WB

( ) e. Day care for foreign children
(3) W (20) B (0) N (2) WB

( ) f. Financial assistance (loans, grants, etc.)
(18) W (0) B (2) N (5) WB

( ) g. Social functions (picnics, receptions, coffee hours, etc.)
(5) W (3) B (2) N (15) WB

( ) h. Off-campus housing location
(7) W (13) B (0) N (5) WB

( ) i. Legal aid
(8) W (9) B (2) N (6) WB

( ) j. Homestay Programs (housing of an international student for an extended period of time)
(5) W (8) B (5) N (7) WB

( ) k. Personal/social counsel
(16) W (0) B (1) N (8) WB

( ) l. Language translation assistance
(21) W (0) B (1) N (3) WB

( ) m. Remedial English classes
(21) W (0) B (0) N (4) WB

( ) n. Private tutoring
(17) W (8) B (0) N (6) WB

( ) o. Furniture exchange (for new foreign families setting up housekeeping)
(2) W (6) B (12) N (5) WB

( ) p. Conversational English classes for foreign wives
(12) W (1) B (4) N (8) WB

( ) q. Opportunities to serve as resource persons (foreign language/culture experts)
(7) W (5) B (7) N (6) WB

( ) r. Internships at area factories and business establishments
(6) W (3) B (9) N (7) WB

( ) s. Job placement
(14) W (2) B (4) N (5) WB

( ) t. Welcome Wagon for new international families
(1) W (16) B (3) N (5) WB

** The original survey tool included only one set of parentheses preceding each item.

APPENDIX D

607 East 11th Street
Bowling Green, Kentucky

Dear

Several months have elapsed since you responded to a survey questionnaire pertaining to international students attending Western Kentucky University. Your doing so has been an integral part in the completion of my EdS thesis, and I am most grateful for your participation. Thank you for your valuable time and willingness to aid me in this endeavor.

I mentioned at that time that upon completion of the study, I would forward to you the specific responses related to the survey. Enclosed you will find this information. Please feel free to make contact with me should you or your organization wish to respond in any way.

Again, thank you.

Yours truly,

Susan Tesseneer
EdS Candidate

A Survey to Assess the Awareness
Of the Bowling Green Community
In Regards to the International Student Community
At Western Kentucky University

Interviewee's Name _____ Date _____

Occupation _____

Civic Group Represented _____

Approximate Number of Members in Civic Group _____

*Note to the interviewee: In this questionnaire "you" refers to you personally. It is recognized that you will not necessarily give the response of every member of your organization. It is felt, however, that your answers will probably be representative of the views held by many of your members.

1. How many international students would you estimate to be attending Western Kentucky University at the present time?

   ( ) 25-50 ( ) 50-100 ( ) 100-200 ( ) 200-300

2. What percent of this total would you think are men?

   ( ) 40% ( ) 60% (·) 80% ( ) 100%

3. What percent of this total would you think are married?

   ( ) 10% ( ) 20% ( ) 30% ( ) 40%

4. How many countries would you estimate to be represented by this total group?

   ( ) 10-20 ( ) 20-30 ( ) 30-40 ( ) 40-50

5. What is the main purpose that most of these students have for coming to study in this country?

   ( ) to escape military responsibility in the home country
   ( ) to gain prestige
   ( ) to pursue educational and vocational goals which would eventually be used in the home country
   ( ) to get a better paying job here than would be available in the home country
   ( ) unable to gain entrance to a university in their home country due to lack of space

6. What do you think would be the main means of financial support for students during their time at Western?

( ) the U.S. government
( ) the home country government
( ) an international foundation
( ) personal and family funds
( ) scholarships and/or assistantships from Western

7. Approximately how much money do you think one international student would spend in Bowling Green in one month (for housing, food, clothing, entertainment, etc.)?

( ) $150 ( ) $250 ( ) $350 ( ) $450

8. How much money do you think one international student would spend in the state of Kentucky for one year (the above, plus academic and unforeseen expenses)?

( ) $1,000 ( ) $3,000 ( ) $5,000 ( ) $7,000

9. What do you think would be the religious background represented by the largest number of these international students?

( ) Christian
( ) Buddhist
( ) Muslim
( ) no religious preference
( ) no idea

10. What do you think would be the major area of study for the largest number of these students?

( ) Business ( ) English ( ) Agriculture
( ) Engineering

11. What two countries do you think would have the greatest number of students presently enrolled at Western?

( ) Spain ( ) China ( ) Nigeria ( ) Iran
( ) Venezuela

The following is a listing of necessary services for international students (IS) at Western. Please indicate whether you think these services are made available by:

(W) Western Kentucky University
(B) the Bowling Green community
(WB) both Western Kentucky University and the Bowling Green community
(N) not made available

W	B	WB	N	
				12. Public speaking opportunities (at area organizations
				13. Organized, regularly scheduled social outlet for foreign wives and children who are not students
				14. Host Family Program (occasional inclusion of IS in family activities
				15. Scholarships
				16. Financial assistance (loans, grants, etc.)
				17. Social functions (picnics, receptions, coffee hours, etc.)
				18. Legal aid
				19. Homestay Programs (housing of an IS for an extended period of time
				20. Personal counsel
				21. Remedial English classes
				22. Furniture exchange for new foreign families setting up housekeeping
				23. Conversational English classes for foreign wives who are not students
				24. Tours and internships at area factories and business establishments
				25. Private tutoring

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